



## Gallman Elementary

255 Hawkins Road  
Newberry, SC 29108

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	429 Students	
<b>Principal</b>	Elizabeth R. Griffith	803-321-2655
<b>Superintendent</b>	Bennie Bennett	803-321-2600
<b>Board Chair</b>	Jody Hamm	803-276-7552

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

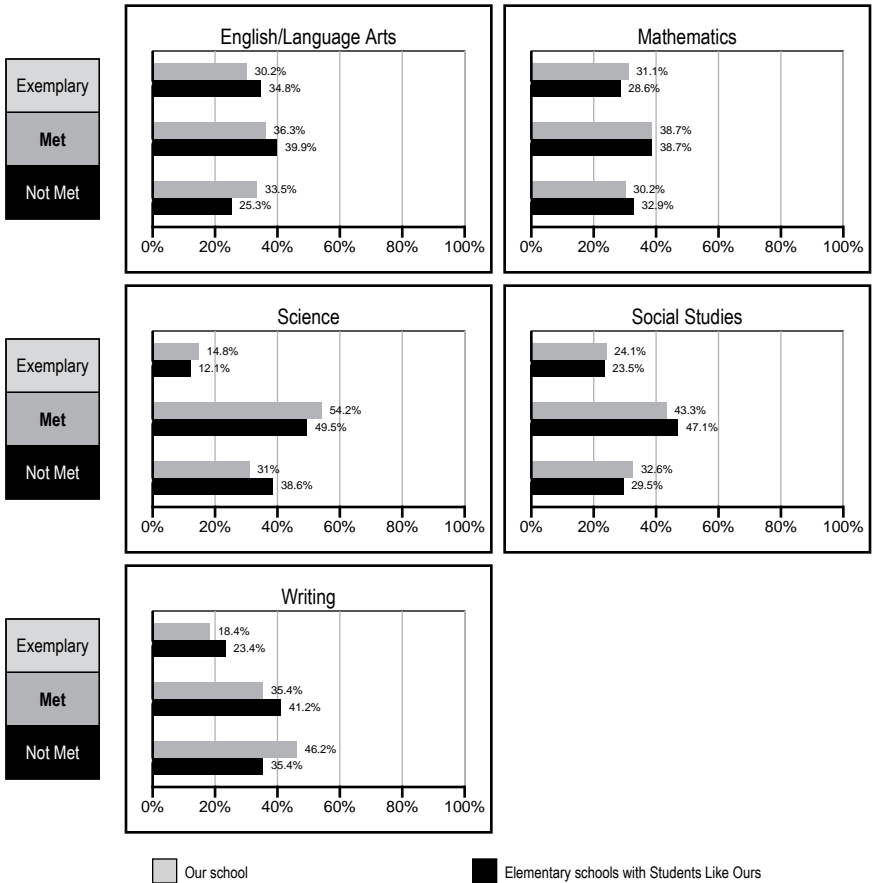
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	14	94	17	4

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=429)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 1.9%	1.2%	0.9%
Attendance rate	96.3%	Down from 96.6%	96.0%	96.3%
Served by gifted and talented program	12.8%	N/A	4.8%	7.2%
With disabilities	17.3%	N/A	14.1%	12.4%
Older than usual for grade	3.5%	N/A	2.7%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	77.1%	Down from 80.6%	60.3%	62.5%
Continuing contract teachers	88.6%	Down from 94.4%	82.1%	83.3%
Teachers returning from previous year	88.2%	Down from 91.0%	87.3%	88.3%
Teacher attendance rate	94.2%	Down from 95.0%	94.7%	95.0%
Average teacher salary*	\$48,197	Up 4.0%	\$47,232	\$48,193
Professional development days/teacher	20.2 days	Up from 13.6 days	11.3 days	11.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.9 to 1	19.6 to 1	20.1 to 1
Prime instructional time	89.1%	Down from 89.7%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,511	Up 3.9%	\$7,580	\$7,364
Percent of expenditures for instruction**	74.0%	Down from 75.2%	68.0%	68.0%
Percent of expenditures for teacher salaries**	71.0%	Down from 73.7%	65.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Gallman Elementary continues "Leaping into Learning" with our staff, parents, and community working together to provide quality educational opportunities for our students. Students thrive in our warm, caring environment and reach out to others through: Adopt-A-Family, Jump Rope for Heart, St. Jude's Math-a-thon, Flight of Honor, United Way, and Relay for Life. Student support and donations continue to surpass our expectations and reinforces our spirit of giving and caring.

We began the 2012-2013 school year with our Leadership Team meeting to analyze current student and school data and surveys. The data analysis, shared with our School Improvement Council (SIC), teachers, and parents, continues to show school-wide improvement. Professional development concerning analyzing MAP data and Common Core implementation was provided to our faculty. We continue to use a Data Wall to provide information to assist teachers and staff in monitoring student progress.

Many opportunities were offered to our teachers and staff to expand their knowledge and expertise. These included attendance at workshops, Common Core Classes, technology training, and by pursuing advanced degrees. The school faculty participated in The Leader in Me book study and over half of our staff attended Leadership Days at other Leadership schools throughout South Carolina. Several school-wide programs and activities are used to promote achievement and encourage students to exemplify good habits, such as an Awards/Celebration Days each nine weeks and Fun Fridays. Many parenting events such as Breakfast with Grandparents, Moms and Dads, Hispanic Parent Workshop, and Art and Music shows were held in conjunction with our PTO meetings through the school year. Also, we purchased Parent Homework Dictionaries to assist parents/guardians in helping their child with homework. These were provided for students entering the third grade.

Our PTO organization continues to provide outstanding assistance and incentives to the students, teachers and the school through fundraising and volunteer projects. Through the efforts of our PTO, 5th grade students worked with an artist to paint a mural in our school.

The 2012-2013 school year brought about many awards and accomplishments for Gallman. Ann Abbott, our art teacher, along with two of her students was recognized as winners of the National Career Development Association Poster and Poetry contest. Gallman was also proud to have two students participate in the Duke TIP Scholarship program this year. The State Department of Education also provided our entire student body with 8 books to have to promote summer reading. Again this year we were fortunate to receive the Fresh Fruit and Vegetable grant and continue to partner with Harvest Hope in the Backpack project.

Gallman Elementary School, along with family and community support, continues to focus on learning at high levels in a safe nurturing environment.

Elizabeth R. Griffith, Principal

Johnette Pitts, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	N/A	38
Percent satisfied with learning environment	100%	N/A	92.1%
Percent satisfied with social and physical environment	97.1%	N/A	92.1%
Percent satisfied with school-home relations	77.2%	N/A	86.5%

\* Only students at the highest elementary school grade level and their parents were included.

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>79.2</b>
<b>Overall Grade Conversion</b>	<b>C</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Gallman Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	643.6	641.3	616.0	624.8	100.0	100.0
Male	638.0	641.0	616.3	624.6	100.0	100.0
Female	650.7	641.8	615.6	625.1	100.0	100.0
White	661.2	654.0	632.9	641.1	100.0	100.0
African American	632.0	630.4	605.5	616.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	649.1	652.8	616.4	619.6	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	601.0	598.1	572.1	591.8	100.0	100.0
Limited English Proficient	646.2	654.1	620.3	618.1	100.0	100.0
Subsidized meals	639.4	638.2	613.7	620.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2012	3	67	100	33.3	20.6	46	66.7
	4	71	100	47.1	36.8	16.2	52.9
	5	84	100	36.8	40.8	22.4	63.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	76	100	33.3	26.4	40.3	66.7
	4	78	100	30.6	40.3	29.2	69.4
	5	79	100	38.2	40.8	21.1	61.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2012	3	67	100	23.8	33.3	42.9	76.2
	4	71	100	27.9	36.8	35.3	72.1
	5	84	100	26.3	46.1	27.6	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	76	100	40.3	31.9	27.8	59.7
	4	78	100	20.8	45.8	33.3	79.2
	5	79	100	34.2	36.8	28.9	65.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2012	3	33	100	50	40	10	50
	4	71	100	41.2	51.5	7.4	58.8
	5	44	100	30	55	15	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	40	100	39.5	47.4	13.2	60.5
	4	77	100	28.2	52.1	19.7	71.8
	5	39	100	34.2	57.9	7.9	65.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	35	100	24.2	51.5	24.2	75.8
	4	71	100	25	63.2	11.8	75
	5	41	100	40.5	48.6	10.8	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	36	100	20.6	52.9	26.5	79.4
	4	78	100	20.8	51.4	27.8	79.2
	5	41	100	66.7	20.5	12.8	33.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	82	93.9	47.9	36.6	15.5	52.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	76	97.4	54.3	22.9	22.9	45.7
	4	78	98.7	38	42.3	19.7	62
	5	77	93.5	46.5	40.8	12.7	53.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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